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## BOOK REVIEWS

*The Making of a Teacher.* By MARTIN G. BRUMBAUGH. Philadelphia: The Sunday School Times Co., 1905. Pp. xv+351.

The special aim of this work is indicated in the subtitle, "A Contribution to Some Phases of the Problem of Religious Education." It attempts particularly to present to the average Sunday-school teacher a concrete and popular account of some psychological facts with their bearings upon teaching in the Sunday school, and upon the development of moral and religious character.

Although admitting the wisdom of the author in avoiding a technical discussion of his various topics, the question may fairly be raised as to whether he has succeeded in making his suggestions for religious training grow very definitely out of his psychology. True, as he says, his discussion is not meant to be systematic or complete. But still, from the point of view of the psychologist at least, the one phase of his task seems quite adventitious to the other and one wonders whether, after all, the teacher would not have profited as much if not more by Dr. Brumbaugh's excellent fund of illustration and exposition of concrete method, if it were not burdened by what is, at best, a somewhat antiquated and vague psychology. However that may be, the author is to be commended for his recognition of the fact that mere learning of facts does not make character, and for his insistence upon the importance of feeling and will and the dependence of these upon social influences for their development. But it would certainly have been possible, even in a popular treatise, to have brought more closely together the affective and cognitive aspects of consciousness, provided it was necessary in the first place to have separated them. Certainly no one would regard the following typical passage as throwing much light upon the situation: "Everywhere, like an over-soul upon the thought-life is this marvelous mystery of feeling. One can feel the tension, one can almost vision the sweep of its power, as it surges . . . over the ranges of our thoughts. . . . At last it breaks all barriers, and sweeps upward into thought. . . . The vague sweep of our feeling is crystallized into thought and rests in consciousness as an element of knowledge" (p. 78). This and other passages indicate that the writer's conception of education, religious as well as secular, is of the intellectualistic type. The present reviewer cannot but feel that the problem of religious education must be thought out in a much more fundamental way and that such an external alliance with a piecemeal psychology, while possibly pleasant reading for the Sunday-school teacher, offers little real help either in bringing him to a consciousness of the problems involved or in helping him to solve them.

*An Introduction to Child-Study.* By W. B. DRUMMOND. London: Edward Arnold, 1907. Pp. vii+348.

This book is a compendium of much of the material on child-study brought forth by President Hall and his pupils, Earl Barnes, Sully, and others. It discusses various questions of method and cautions to be observed; facts of